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ABSTRACT

The Waubonsee Hearing Impaired Program (WHIP), offering courses for disadvantaged adults in English and reading as well as a special program for hearing impaired students, is described. English Review is a course which aids students whose deficiencies in English preclude their taking the regular freshman English courses. Instruction is individualized and students are required to write short themes and other expository prose essential for vocational goals or further studies. Notetaking, outlining, use of dictionaries, and test taking techniques are also taught. Developmental Reading is a course designed for adults who never completed their years of formal education. Work is given to increase skills in vocabulary, phonics, listening, reading comprehension, spelling, and written expression. English as a second language is offered in both of these courses for those whose native language is not English. A special tutor works with these students so that a meaningful program is developed for their particular needs. Interpreters are provided to aid in lip reading, and classes are offered teaching sign language. The philosophy of the Hearing Impaired Program is to provide those services which allow the deaf student to compete on an equal basis with his hearing peer in an integrated classroom. (HS)

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READING INSTRUCTION AND TECHNICAL RETRAINING IN THE COMMUNITY COLLEGE FOR DISADVANTAGED ADULTS

Adult Basic Education
3:45-4:45
Wednesday, May 2, 1973

Three of the courses at Waubonsee Community College which utilize, to a great extent, the Communications Laboratory are: English 070: English Review, English 075: Developmental Reading, and a special program for the hearing impaired students. The acronym for this program is WHIP--Waubonsee Hearing Impaired Program.

English Review is a course designed to aid students whose deficiencies in English preclude their taking Freshman English I. Three semester hours credit are given. The student is required to write short themes on topics given by the instructor as well as topics chosen by himself. Tests which were taken from several sources as well as some made by the instructor are given to the student.

English Review resulted from the needs of our adult population and veterans returning to school who were not ready for our existing English programs. The course is individualized and provides an opportunity for the student to acquire the ability to write clear, simple and expository

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prose essential for vocational goals and/or further studies. The student is re-acquainted with the fundamentals of English grammar usage with stress upon sentence structure, sentence mechanics, punctuation, diction, and spelling. Also such basic skills as outlining, notetaking, use of dictionaries, and test taking techniques are taught.

The student first has a diagnosis of his or her particular problems, then an individual program is suggested. For evaluation the English Specialist in the Communications Laboratory requires an achievement test every two weeks, paragraphs and class participation when the students are not in the laboratory. A mid-term and final examination are given.

Various texts in the Individualized Communications Laboratory are used depending on the particular needs, and two texts are required: The Mechanics of the Sentence (Form A), Revised Edition by Hupp, American Book Company, 1955, and The Practice of English Fundamentals (Form A) by Bachelor and Haley, Appleton Century Crofts, 1945.

This is the second year that English Review has been offered, and the class is growing in popularity. The student, apparently, likes the combinations of lectures and class participation as well as the use of the Communications Laboratory with a required number of hours per week. The required number of hours credit correlates to the number of weeks per semester plus laboratory hours which are also required by the instructor.

An English instructor is available in the laboratory during the hours that the English Review student is there. Previously the English Review class was taught in the traditional manner and, gauged on enrollment,

the staff at Waubonsee did not feel it was very successful. Since it has been individualized, enrollment has increased.

Institutional credit toward graduation is given for the course; however, it is not transferable.

The class is offered during the day as well as one night to make this needed service available to as many students as possible. A day and night section marks the beginning of English Review becoming more flexible and available to more students--especially the adults.

English as a Second Language is included as a part of both English Review and English 075: Developmental Reading. A tutor who works on a one to one basis has been provided to work with our Spanish speaking students. The tutor is of a Latin background and works six hours per week in the laboratory. Her task is helping our minority students in the simple mechanics of English and reading. She works closely with both English and reading instructors so that a meaningful program for their particular needs is developed.

English 075: Developmental Reading is a course designed for adults who have dropped out of school earlier in their years of formal education. There is a special instructor to teach this course at night. The instructor is an excellent elementary teacher in one of our local schools and has been very successful with these students. The class is limited in size--somewhere between ten and thirteen students. There are four adults who withdrew from formal education at the fourth, fifth, or sixth grade level and have been in Developmental Reading all year.

The placement guide for the Mott Basic Language Skills Program from Allied Education Council is used, as well as The California Phonics Survey, as part of the diagnosis of the individual's difficulties and/or deficiencies. The correct Mott Skills workbooks; the Audio-Flash-E. F. I.; the Westinghouse tapes, "The Relevance of Sounds" and "The Relevance of Words"; the Adult Series 100 program for the controlled reader-E. D. L.; and Program C and Vocabulary Skills for the Craig Reader are also used. All of the programs mentioned allow the adult to work on a high interest level, but they enable the instructors to work on the range of grade levels one through twelve.

The texts English as a Second Language--Oral Written Practice by Le fevre and English as a Second Language--A Reader by Erazmus and Cargas are used as additional supportive materials for our students whose native language is not English.

As specific needs arise for additional work or practice in the various reading skills areas, materials are made by the instructors to help the student apply the particular skill or skills.

The students begin on the instructional grade level that has been determined by the informal and formal tests. Work is given to increase skills in vocabulary, phonics, listening, reading with emphasis on comprehension rather than speed, spelling and written expression. Math may also be included in the students' program as he or she progresses.

The class is offered one night per week for three hours. Both counselors and I try to screen the students who will benefit from the small individualized class. Institutional credit is given, but it is not transferable.

The Waubonsee Hearing Impaired Program was initiated during the fall of 1972 as an experimental project.

WHIP is the first intensive program at the junior college level in the state of Illinois. The program was funded by way of a federal grant and the Illinois Department of Vocational Rehabilitation on a 80%/20% basis. The Illinois D. V. R. did not have the 20% available for the 1972-73 school year, so Waubonsee College agreed to fund the 20%. This is called "third party funding." The proposed program received a grant of $30,000 for one year. A summary of the entire program will be written along with a grant request for the fall of 1973. Because the program will not be self-supporting during the first two years, a federal grant is being used.

The basic goal of the WHIP program is to foster a cooperative effort between the Illinois Division of Vocational Rehabilitation and Waubonsee to make a junior college education, whether in the technical, occupational, or academic areas, more accessible to deaf and hard of hearing students throughout the state.

The philosophy of WHIP is not one of modification or lowered standards for those of the silent minority--the deaf--but rather a philosophy of provision of those services which allow the deaf student to compete on an equal basis with his hearing peer in an integrated classroom setting.

The deaf students most receptive information channel is lipreading, yet the most adept lipreader in a school setting, as stated by the Director of the WHIP Program, only receives 22% of what is being communicated.

WHIP provided an interpreter for the students whose schedules were arranged so the interpreter was available when needed.

The Auto-Technology Program, Secretarial Science Laboratory, and the Communications Laboratory were already individualized, which made the placement of the students using these laboratories a fairly easy task. The three laboratories just mentioned were equipped with picture-phones, as was the office of the director of the program. The picture-phones enabled instructors or the deaf students to communicate with the interpreter or director in the WHIP office. I, personally, feel the presence of the picturephones alleviated some anxiety the faculty felt because they had never worked with the deaf before.

The orientation and education of faculty members to ways they could expand rather than diminish the deaf students' receptive information has been a process which has taken time and exposure. One method of exposure has been to offer a sign language class taught by the WHIP staff. Last fall there were five faculty members, five hearing students, and the four deaf students who had entered our program enrolled in the class. Spring semester there are eleven deaf students in the program, and both an advanced and beginning sign language class are taught.

The WHIP students have all used and will continue to use the Communications Laboratory to improve reading skills, vocabulary development and writing skills. The Gates-MacGinitie Silent Reading Tests showed the average grade level of our eleven deaf students to be 5.5. My background as an elementary teacher plus experience in special education has helped to make my job of raising their reading, vocabulary, and writing skills a little less awesome.

The use of low grade level--high interest level material for the Controlled Reader, Craig Reader, and Mott Basic Language Skills workbooks are the nucleus of materials used. The interpreter and I then work each week on a one to one basis with each student, using known words as well as new words to improve sentence construction. Several of the students are advanced enough to be working on paragraphs.

The presence of the WHIP students in the Communications Laboratory during the fall semester created much student interest in the program, and spring semester thirteen students and two new instructors enrolled in the beginning sign language class.

Another addition to our commitment of offering as much re-training or a continued program to the adult who discontinued his education is evidenced by Waubonsee's accepting a blind student for the spring semester. The college provides seven readers for her. All of the students are work-study students, with the exception of one volunteer from the Action Club on campus. They tape all of the chapters from her three texts, as well as outside readings. D. V. R. reimburses them for the hours spent taping.

The Communications Laboratory's main objective is to provide as much service to students as possible. We are open from 8 - 5 daily and three nights per week from 6:30 - 9:15. The personnel consists of a Reading Specialist, teacher-aide, work-study student, two part-time reading teachers for nights, and three English instructors who are in the laboratory for a total of fifteen hours per week.

There will be a short presentation on the sound-slide projector to give you a "bird's eye" view of the various activities and materials in Waubonsee's Communications Laboratory.